



CORRELATION BETWEEN EXTRAVERSION PERSONALITY AND ENGLISH WRITING SKILL

**(Sample Study at English Department students in the 8th semester
of the 2009/2010 academic year)**

A THESIS

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English Department**

Submitted by:

ACHMAT QOMARUDIN

NIM: A2B 005 042

**FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
SEMARANG
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PRONOUNCEMENT

Hereby, the writer of this final study declares that this work is conducted with no courtesy of other researches aimed to pursue any degrees or diplomas that have already become a literary of a university or such. Additionally, all materials used in this document are not part of one's publication or writing except those which are mentioned in the references.

Semarang,

Achmat Qomarudin

MOTTO

“Shoot for the moon.
Even if you miss, you’ll land among the stars”
(Les Brown)

“To dream is the first ladder of success’ stairs”
(Myself)

“Perbedaan ilmu dan harta ialah: harta perlu dijaga olehmu,
namun ilmu akan menjaga dirimu”
(Ali Rodhiallohu ‘Anhu)

TRIBUTE

I dedicate this final study to the people who are always there for me and giving supports which I can never repay.

My Father (Rosyidi) who seems never stops praying for my success. I am in deep debt of him.

My Mother (Suratmi). Her love is beyond measure.

My Sister (Retno Rohana Wati) to whom I learn to be a better person.

APPROVAL

This thesis has been approved by
Academic Supervisor

Dra. Hj. C. A. Puan Ellisafny M. Ed.

NIP: 19551003 197812 2001

VALIDATION

This thesis is approved by
Strata 1 Thesis Examination Board
English Department Faculty of Humanities
Diponegoro University
In: Semarang
Dated:

Chairman

Drs. Suharno, M. Ed.
NIP.19520508 198303 1001

First Member,

Second Member,

Dra.Kusrahayuwati M. A.
NIP.19470209 197501 2001

Dra. Hj. C. A. Puan Ellisafny M. Ed.
NIP.19551003 197812 2001

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Semarang, June 18, 2010

The writer

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LIST OF TERMS

df	: degree of freedom, found in Pearson table of r critic value
Extraversion	: shorter expression refers to extroversion-introversion
Eysenck	: an English psychologist who was born in Germany in 1916
Hawthorne effect	: effect where subjects of study are aware of being treated as such so that the data they share or give is not valid or manipulative
SLA	: Second Language (L2) Acquisition
EPI	: Eysenck Personality Inventory which has inner ring which shows 'four temperaments' of Hipocrates and it has outer ring that are result of studies on intercorrelations between traits.
L1	: first language of learners
L2	: Second Language
S	: subjects
Ss	: samples
E	: level of Extraversion found within person
X	: independent variable
Y	: dependent variable
r	: coefficient
N	: number of observations or subjects

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ABSTRAKSI

Banyak sudah penelitian yang mengkaji tentang pengaruh Kepribadian Ekstravisme dalam diri pembelajar dalam kaitannya dengan kemampuan untuk menguasai keahlian Bicara (Speaking) pada pembelajaran Bahasa Kedua (Inggris). Namun, hanya sedikit yang mengkaji seberapa jauhkah hubungan antara Ekstravisme dengan kemampuan Menulis (Writing) dalam Bahasa Kedua.

Skripsi ini mencoba mencari hubungan antara kedua variabel tersebut dengan sample mahasiswa Sastra Inggris angkatan 2006 Fakultas Ilmu Budaya Universitas Diponegoro. Tingkat Ekstravisme subject di ukur dengan Kuesioner yang diindonesiakan berdasarkan instrument kepribadian *Eysenck Personality Inventory* yang diciptakan oleh psikolog Eysenck. Hasil dari kuesioner tersebut akan dicari nilai korelasinya dengan nilai rata-rata pada kelas Menulis (Writing) dari semester 1 hingga semester 7. Kedua variabel dimasukkan dalam rumus *Pearson product moment*.

Hasil dari riset skripsi menunjukkan adanya hubungan positif yang cukup tinggi antara kedua variabel yang diteliti ($r=.78$). Ini berarti semakin tinggi tingkat keekstraversian *sample subject*, nilai *writing* mereka juga cenderung semakin tinggi.

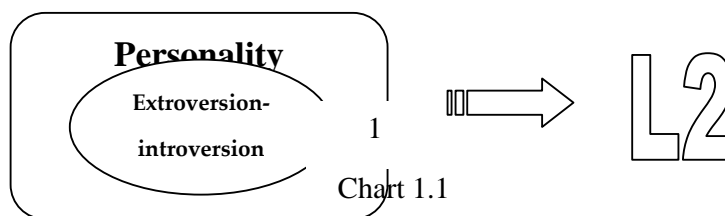
CHAPTER I

INTRODUCTION

A. Background of Study

Extraversion¹ is, for some persons, a new term which is rarely heard in their daily life. Usually people are familiar with the terms of extroversion or introversion. If there is a person who interacts often with other people, mostly orally, not because of his job but of his willingness, he can be an extrovert. Meanwhile, if someone is busy with himself reading books and less talk with others, an introvert he might be (http://www.personalitytype.com/career_quiz). Some scholars make some definitions about extraversion and they will be found in Chapter II, however, ‘extraversion’ term that the writer used in this thesis is a shorter form to express/ refer to the relationship of ‘Extroversion-Introversion’ personality.

Personality, where extraversion exists, in general is viewed to be responsible factors for learners’ success in learning second language or L2 (Cook, 1996 in Zang (2008); Spolsky, 1989; Rod Ellis in Celder (2004)). Since personality of each person varies, many scholars have pointed out that learners or teachers should take into account this aspect in the purpose of skill improvement in second language learning.



Extraversion, Personality and L2 Relationship

In research, extraversion appears to receive great attention by scholars to study among other traits in personality (Ellis in *The Handbook of Applied Linguistics* by A. Davies, 2004: 541). Still in the same page of the book, Strong (1983) states that from 6 out to 8 studies that employed oral language test, extroverts performed better than introverts. Meanwhile, Dewaele and Furnham (1999) analyze 30 researches and their conclusion is:

Extraverts were found to be generally more fluent than introverts in both the L1 and L2. They were not, however, necessarily more accurate in their L2, which reinforced the view that fluency and accuracy are separate dimensions in second language proficiency (p. 532)

The term ‘extravert’ used above seems to refer to ‘extrovert’ that we often hear since it is contrasted to ‘introvert’ in the other part of sentence following. Above conclusion supports the study conducted by Strong. However, resemble to Dewaele and Furnham’s and Strong’s, most of the researches that the writer found so far show the positive relation on extraversion and speaking skill or L2 in general only. Positive here refers to one variable that does correlate with other variable. What about other skill such as writing? Does it have positive relation as well?

B. Research Question

According to the hierarchy below, writing is one of productive skills of English competence besides Speaking. Will extraversion personality also show positive relation with the writing skill?

Theories and research in the next Chapter II reveal that extrovert people tend to take risk of making mistakes, interact more with people so this helps them to learn better in Second Language especially in communication aspect (Erhman and Oxford, 1995). However, functioning as communication means, writing is a skill which needs practice and process (Brookes et.al, 1990 in *Writing Theory and Practice in the Second Language Classroom* by Torild Homstad & Helga

Thorson, 1994: 5). Learners may face barriers such as linguistic forms (Byrne, 1991:5) or grammar where introvert people are said to be better than Extrovert.

Therefore, research question of the thesis is: Does level of extraversion personality within learners make any significance toward the acquisition of writing Second Language skill?

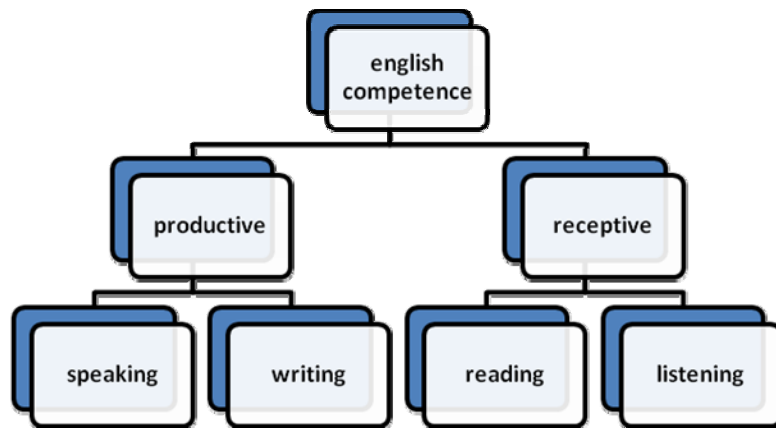


Chart 1.2
English Competence

C. Purposes

In conducting this thesis as a final assignment, the writer has several goals as follows:

1. To inquire about correlation between English Department Students' level of Extraversion and students' writing achievement.
2. To analyze extraversion personality in deeper level and writing skill or competence as well.

3. To describe how extraversion in student' personality does or does not tend to relate with how student writes.
4. To figure out how the data is distributed or how the students' composition based on level of Extraversion and Writing Competence.

Besides, the outcome of the thesis will be beneficial in some reasons. This research reveals how one aspect of personality, that is extraversion degree, is significant or not when learners want to master one type of English skills that is writing. Every person involved in this field such as teacher of L2, scholars, learners or students, and parents can take this thesis as reference.

For the teachers, they can get better understanding in the situation of the classrooms so that they can use this thesis as recommendation in the way of implementing lessons that are more comfortable for students (Wakamoto, 2002: 1) as they are different in characteristics.

D. Scope of the Research

Talking about personality within individuals, we may find several aspects such as motivation, empathy, anxiety, and so on. However, this thesis will explore only one trait of personality that is extraversion degree/ level².

The subjects of research are students of English Department of the Faculty of Humanities in Universitas Diponegoro. They are categorized into several levels or degree of extraversion based on one instrument to measure personality called Eysenck Personality Inventory. The result of that categorization is then correlated with one of productive skills in English competence that is writing ability.

Writing ability of the subjects is not gained from a special test. This is due to the 'seriousness' factor that will affect the result of students' work. As a matter of fact, a research conducted like this will not influence to the score the students already have. If they are aware of this, there will be high possibility for them not

to try as best as they can. On the other hand, this research needs to figure out their best performance in writing class. Therefore, this thesis will collect their scores from various level of writing classes started from first semester until today.

The two scores or later are called variables then to be correlated. Correlation means the relationship which exists between variables (two or more). If modification of one variable also makes alteration in another, then the two variables are correlated (Ravi in *Quantitative Aptitude and Business Statistics*). The formula of correlation used in this research will be Pearson Correlation r product-moment.

E. Underlying Theories

To study a second language, personality within learners is theorized as significant to influence their proficiency in acquiring all skills. Many scholars such as Rod Ellis and Bernard Spolsky included personality factor in their respective books related to second language.

Brown Douglas, author of *Principals of Language Learning and Teaching* discusses extraversion in particular. Although he mentions Personality Factors in the support of Language learning, he urges that it is not obvious that extraversion becomes support or barrier in the process of Acquiring Second Language (2000:155).

However, different views are found in other researches. Yan Zhang notes a study in Canada that most high graders who become subjects believe themselves as extrovert students (2008). Ratih (2002) supports this idea but puts more stresses in speaking skill. In her conclusion, it is stated that extraversion can give more opportunity to learners to increase their speaking. Similar finding is also pointed by Ellis (2004: 541) who bases his argument on the two studies conducted by Strong (1983) and Dewaele and Furnham (1999).

Finally, Wulandari (2000) in “Individual Learner’s Differences and Their Correlation with the Result of English Learning” has several outcomes in her research; one of them is related to extraversion. Her subject is rather similar to this

thesis that is English Department Student but different year of study and she concluded that **extrovert students are better to achieve higher grade.**

More literary and research views will be elaborated further in the next chapter.

F. Hypothesis

Reviewing the literature and various researches above, we recognize there are two opposite opinions regarding how extraversion within individuals determines their success in acquiring second language. However, due to more researches supporting the positive relation between two variables than negative ones, the hypothesis of this research would also be linear with it, that is:

Different level of Extraversion does correlate to learners' writing achievement in the second language.

In accordance to Pearson Correlation rules, this kind of research needs two hypotheses. Above hypothesis is called H_a and other is H_o^3 which says as follows:

Different level of Extraversion does not correlate to learners' writing achievement in the second language.

The final outcome of correlation will show us which one of H_a or H_o is supported by Pearson's 'r' coefficient.

G. Method and Procedure

1. Type of research = Quantitative and correlation

Quantitative means that this research emphasizes in collecting data in the form of numbers. Besides, its goal is to provide analysis description in the correlation between two variables.

2. Subjects
- = a. Population: All students in 8th semester of English Department, 90 persons.
 - b. Sample: 30 persons, using simple random sampling technique

Samples are randomly taken to meet condition that no specific requirements needed and thus, every individual has similar chance to become sample. This random sampling technique is chosen due to the limited opportunity to meet all the population person to person. As a matter of fact, in their final year of study, some students of population attend few or no classes at all at college. To cover this barrier, the writer takes a high number of participants or samples in order to make the data as representative as possible. It is then expected that all samples will represent entire population.

Number of samples is planned to be around 44 percent (40 students) of all population. However, as the research flows, only 30 exemplars (33% from the population) of data are valid to be processed into the next stage. Others are not valid or are not returned back to the examiner.

3. Data collection = a. Questionnaire

b. Sample students' score transcript

The instruments used in this research are one of two major instruments for determining personality of people. It is invented by Eysenck and his colleagues and they named it *Eysenck Personality Inventory* or EPI. This instrument has two scales: Stable-Neurotic and Introvert-Extrovert. Nevertheless, only its Introvert-Extrovert scale (the writer calls it as Degree/ level of Extraversion) will be used.

Transcript scores is the second instrument in this research which functions to depict samples' competence in Writing Class. This becomes second variable as well after the examiner/ writer finds the average numbers of them.

4. Place of collecting data : anywhere around campus

Some of questionnaires are also sent to students' emails. This is hoped to cover the risk of not being able to meet them directly around faculty area.

5. Variables = a. Sample's level of extraversion

b. Writing Achievement

Level of Extraversion is gained by using Eysenck Personality Inventory measurement with 'E counters'. Meanwhile the second variable is determined by average of all scores available in the transcript.

H. Research Writing Organization

1) Chapter I

The first chapter of this thesis illustrates the reason of choosing topic; why this research is conducted. It also covers research question, research purposes, scope of research, hypothesis, and a short review of the previous researches which are rather similar to the topic of this thesis.

2) Chapter II

A broaden theories underlying extraversion will be elaborated in this chapter. Since relation between personality and second language learning had become interest for so many years, this thesis discusses various researches and their findings as well conducted in not so current time. However, studies by scholars of recent time are also reviewed.

Additionally, theories on personality in general, on second language acquisition, and writing skill are also found in this chapter.

3) Chapter III

How the research is done is examined in Chapter III. This refers to what style or design of the research is, who subjects and samples are, and how the data are gathered.

Eysenck Personality Inventory as the instrument to determine level of subjects' extraversion level and its scoring rule can be seen in this chapter as well. Judging validity of this instrument is put prior to Procedure of Research and Correlation Application Formula which are coming subsequently.

4) Chapter IV

Analysis and Data calculation of the research will be presented in this Chapter. Process of Coding Data, Data calculation, and Data presentation will become three subchapters composing this chapter. In the last part, the writer

reviews the result to be interpreted and then be compared with theories and previous studies explored in Chapter II and prove which hypothesis explained in Chapter I is supported by result.

5) Chapter V

This final Chapter will set conclusion of the research's findings and suggestions for the next similar research.

CHAPTER I NOTE

¹ Joshua Wilt & William Revelle (2008) in their footnote wrote that although one sometimes finds 'extroversion-introversion' term, in Psychology researches 'extraversion-introversion' is more preferable. However, for the sake of brevity, this thesis will use 'extraversion' term referring similar idea from now on.

²Degree of Extraversion will be elaborated more in chapter II

³Ha and Ho is explained in Chapter IV

CHAPTER II

REVIEW OF LITERATURE

Chapter Review of Literature in this research describes two main sections. They are Definition of The Terms and Review of Previous Studies. The first section is classified into several subchapters such as a brief definition on Second Language Acquisition, several Theories in Personality and Extraversion, and also what scholars say about Writing Skill. This first section allows readers to comprehend terms used in the research in such a way that it can be read not only by students majoring in linguistics but by readers in general as well.

Second section covers review of studies in the similar topic or field. Researches in past time and current time which become inspirations of this thesis are observed in this section. Three subsections are arranged in this section.

C. Terms Defined

1. Second Language Acquisition

In his *Second Language Acquisition* book, Rod Ellis (2003:3) explained that the term ‘second language’ refers to any language which is learned later than mother tongue. It does not always denote ‘foreign’ based on learners’ condition such as staying in the country where second language or L2 is spoken. Additionally, learners need to take into account item and system learning and how the two relate (2003:13). Therefore, ‘Second Language Acquisition’ means ‘the study of how people acquire a language which is not their mother language where they should consider the item and sys 13 that language and relation between the two’.

The Second Language or L2 in this research is English. However, in Indonesia, the country where subjects of this research stay, English is not the only second language. For instance, most subjects participating in this research have actually learned two other languages than English. They are traditional language

or vernaculars such as ‘Javanese’ for Javanese people or ‘Batak’ for West Sumatran and ‘Indonesian’ positioning as national language.

Gradually getting popular in the world, particularly in this computer age (Sundaram, *Indezine Articles*), does not mean that English is favorable means of communication in Indonesia. It is true that the number of citizens who are able to speak this language increase; however, not many can practice this L2 most of the time. For example, citizens who are bilingualism are reluctant to speak in public places including schools since they might be called showing off their competence. Even for English Department Students, this barrier is also found.

Individual Differences

When learning a second language, learners’ differences will always exist. It is acknowledged by Byalistok (1978) that although people learning similar language, some are more successful than others. Next one is that several aspects of language for particular learners are acquired easier than other aspects (Spolsky, 1989).

In academic life, individual differences among students appear more apparently. For example, some pupils are having troubles in asking questions during question-answer session with teacher and some others seem do not know when to stop questioning teachers. This indicates individual difference may become one factor that determines students’ performance in the classrooms.

2. Theories on Personality

As mentioned earlier in the first chapter of this thesis, personality within learners is one of factors determining their success in acquiring second language. This idea is supported by many scholars such as the following:

- Bernard Spolsky in his *Conditions for Second Language Learning* (1989) mentions several aspects in each individual that support L2 learning; they are Intelligence, Aptitude, Learning Styles and Strategies, **Personality**, and Anxiety. Intelligence of students (p.103) is highly correlated to the school related L2

learning but not in functional communication. Aptitude as second aspect is closely related to the intelligence. To be successful in learning, students need to figure out their own style of learning best; that is what third aspect refers to. Personality and anxiety is different form from applying correct learning style. They are more ‘individual’ than ‘social’.

- In the current report by Yan Zhang (2008: 1), he quotes:

A number of theories hold that **personality factors significantly influence** the degree of success that individuals achieve in learning a second language (Gass & Selinker, 1994) based on the assumption that some features of the learner's personality might encourage or inhibit second language learning (Cook, 1996)

- Skehan (1989) gives opinion that things affecting English learning are such as intelligence, language aptitude, motivation, age, personalities of learners and et cetera (Wakamoto, 2000: 1).

- Above theories are still categorized simple if compared to Rod Ellis theory (Davies, 2004:530) in *Individual Differences in Second Language Learning* on factors responsible for individual Differences in L2 learning:

Table 2.1, Ellis opinion on L2 factors

Category	Factors
1 Abilities	(a) Intelligence (b) Language aptitude (c) Memory
2 Propensities	(a) Learning style (b) Motivation (c) Anxiety (d) Personality (e) Willingness to communicate
3 Learner cognitions about L2 learning	(a) Learner beliefs
4 Learner actions	(a) Learning strategies

Spolsky and Skehan share almost similar opinion about influencing factors. While Zang only quotes other works in simple way, Ellis deeply categorizes four categories with its own subsection. Based on those theories, this research is of the parallel to the view that people should take into account

personality factors during studying about second language. What is ‘personality’ then?

Walter Mischel (1981: 2) writes there are many people who put forward definitions regarding the term ‘personality’ but he agrees that it refers to the ‘distinctive patterns of behavior (including thoughts and emotions) that characterize each individual’s adaption to the situations of his or her life’.

Another opinion is found in <http://www.psychexchange.co.uk/resource/1168/> , one website of psychology field. Gloria Riley, a PE trained and Deputy Head of Grammar School at Kentucky, cites two opinions in her power-point presentation:

Personality is the sum total of an individual’s characteristics which make him unique. (Hollander, 1971)
and,

Those relatively stable and enduring aspects of individuals which distinguish them from other people, making them unique, but which at the same time allow people to be compared with each other. (Gross, 1996)

Personality consists of several variables and they are found different from one person to another. Two scholars’ of Educational Psychology field say as follows: Brown (2000: 142-154) mentions ‘personality’ has several features, they are:

1. Self esteem: the way a person sees himself
2. Inhibition: to adapt the language ego
3. Risk-taking: how to ‘gamble’ in learning new language
4. Anxiety: associated with uneasiness, frustration, or worry
5. Empathy: relation between language and society
6. **Extroversion**

Brown chooses the term ‘extroversion’ with ‘o’ rather than ‘extraversion’ with an ‘a’ to contrast with introversion (page 154). So this actually represents similar item/ relation that are extrovert and introvert. Almost similarly, Ellis (Celder, 2004: 541) explains several variables in personality i.e. anxiety, risk-

taking, tolerance of ambiguity, empathy, self-esteem, and inhibition and **extraversion**.

Therefore, from two opinions from experts above, we can then understand that Extraversion exists in personality.

1. Extraversion in Definition

Extroversion and introversion in their meaning:

a. Douglas Brown made definition on extroversion and introversion.

...Extroversion is the extent to which a person has a deep-seated to receive ego enhancement, self esteem, and a sense of wholeness *from other people* as opposed to receiving that affirmation within oneself. (2000: 155)

Extrovert is not always talkative and they need other people to position themselves in society. Introvert is described: "...is the extent to which a person derives a sense of wholeness and fulfillment apart from reflection of this self from other people". In contrary to our current perception, introvert may have internal potential power or merit that we perhaps do not notice.

b. In The Role of Personality in Second Language Acquisition by Yan

Zhang, the definition is written as following:

Extrovert means a person more interested in what is happening around him than in his own thoughts and emotions. That is to say, the extrovert experiences the world more through contact with others and shared experience than through self examination or study. (2008: 1)

While its counterpart, "...introvert is a person who is more interested in his own thoughts and feelings than in things outside himself, and is often shy and unwilling to speak or join in activities with others."

c. Extrovert people need other people to get energy, and become the last person who want to leave parties. Introvert, on the other hand, need time for being alone, spending time for individual activities and have few but intimate friends (Adamopoulos, 2004: 4).

To sum up, some characteristics of extrovert people are: easy going, talkative, going out a lot, spending more times with people than reading books, risk taker, etc. On the other edge, introvert people prefer to enjoy time by themselves, tend to have few but close friends, and not to talk so much.

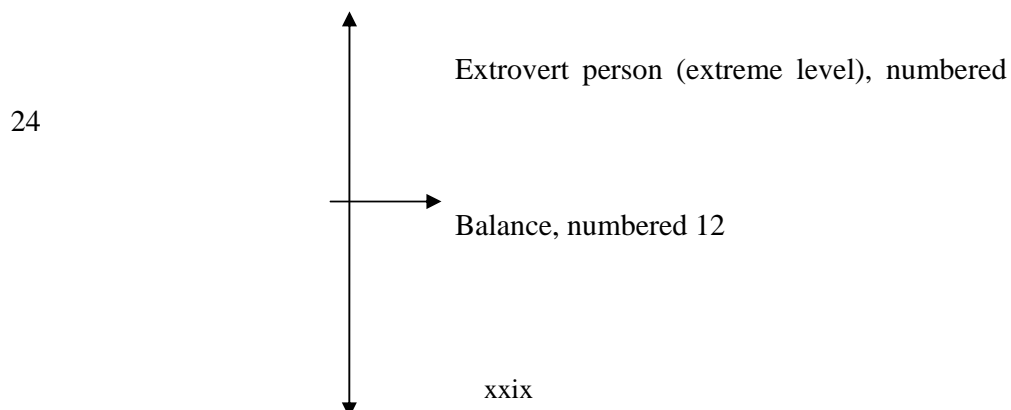
Whether extrovert or introvert an individual is, no scholars mention anything about 'good' or 'better' attitude. Douglas notes that Western views about introvert people need to be 'reviewed' since extrovert people in fact need other people to be convenient, to express themselves, while introvert is enough by their own. Even Adamopoulos describes extrovert as in need to get energy from others (2004: 4).

In case of social life, perhaps extrovert people are considered more desirable. It is due to their open minded characteristic to communicate with many people; in parties, offices, neighborhood etc. However, this does not necessarily signify that introvert tend to be least person to converse with, since they are bad people for instance. It is just the way they express themselves differ from those who are extrovert.

Degree of Extraversion

Instead of merely categorize people into two big groups of extrovert people and introvert, the writer decides to make levels of extraversion based on H.J. Eysenck-made instrument. As a matter of fact, some persons may place in 'between' or balance, others are just fairly and some others place between the most extreme edges. H.J. Eysenck, whose personality instrument will be used in this thesis, uses number of each edges showing that there exists stages/ levels, ranging from extreme introvert (0) until extreme edge of extrovert (24).

Below is part of personality lines based on Eysenck Personality chart.



Introvert person (extreme level) numbered 0

Chart 2.1, Degree of each person's Extraversion is Dissimilar

d. Writing Competence

According to Concise Oxford English Dictionary, 'competence' shares similar meaning to 'skill'. Both express the quality, ability, or knowledge to do something successfully. On basic level, writing can refer to forming or producing graphic symbols on the surface of some flat thing. On the upper level, writing is not merely arranging those graphic symbols without any rule. It should be based on certain convention to form words and then sentences, to form them into particular order and linked together (Byrne, 1991: 1).

There are many reasons for human to write. Below are some writing's function based on brochures from Brown University and the University of Missouri:

- Writing is the primary basis upon which your work, your learning, and your intellect will be judged—in college, in the workplace, and in the community.
- Writing expresses who you are as a person.
- Writing is portable and permanent. It makes your thinking visible.
- Writing helps you move easily among facts, inferences, and opinions without getting confused—and without confusing your reader.

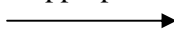
Besides, we can make a note, keep record on what we did, send messages, or as students, we usually are asked to write reports and essays (Byrne, 1991:2).

Writing can form in many shapes such as notes, diaries, memo, and love letters until Peace Accord. In academic life, schools (mostly higher education) use essays to assess students' work. Following are step by step how to write good essay based on Stephen Bailey:

Understand essay title/requirements

Assess reading texts – choose most appropriate

Select relevant areas of texts



Keep record for references

Make notes on relevant areas,
using paraphrasing & summarising skills —————> Combine a variety of sources
where necessary

Select appropriate structure for essay/plan
Organise & write main body
Organise & write introduction
Organise & write conclusion
Critically read & re-write where necessary
Final proof-reading (2003: 1)

Taken from Handbook for Writing by The Lake Zurich High School
Writing Center, good essays should meet at least following conditions:

1. Focus: effective introduction, logical idea progression, good closing
2. Support: enriched with sub points, illustration, evidence
3. Organization: logical coherence and cohesion
4. Convention: grammatically correct: punctuation, verb agreement etc,
maintain 3rd person view,
5. integration: ability to answer questions addressed or commanded

Looking at above phases and requirements, no wonder many learners and teachers consider writing is one skill that is not easy to master. Three problems facing someone in the purpose of making good writing proposed by Byrne (1991: 3, 4) are:

- ✓ Psychological problem: there is no benefit of feedback from others directly.
- ✓ Linguistics problem: we need to choose sentences and structure in such a way that it can be understood on its own
- ✓ Cognitive problems: to be able to write is not an instant process, but someone can acquire this ability by 'process of instruction'; how to learn certain structures, organize ideas and so on.

Based on above difficulties, it also becomes consideration for writer/ the writer not to conduct a test for sample students in the purpose of knowing their performance in writing in L2. Sample students will highly possible not do the test this research will offer in proper way since the hard work they need to commit does not contribute to any leading influence for their scores in the transcript.

The competence of writing can be improved by several ways. Barnett (1989) and Brookes et al (1990) stress writing as a process. This skill cannot be gained in such a shortcut. People need to practice and practice to write since one learns to write by writing (Mayher, 1983). Meanwhile, Eisterhold (1990) gives opinion that good writers tend to be good reader. In short, reading and practicing a lot will make our writing skill developed.

D. Review on Previous Studies

According to data that the writer collected there are three views regarding Extraversion and its correlation with acquiring second language. One is supportive correlation, other is negative relation, and the rest is the mix of those two.

1. Studies Showing No Relation of Two Variables

In *Principals of Language Learning and Teaching*, Douglas Brown specifically talks about extraversion among aspects of personality. Many Westerns, he mentions, often view Extrovert persons tend to be brighter than introvert one. It is due to their willingness to interact more with other people. Nevertheless, in the case of learning second language, Brown urges there is no major evidence that extrovert performs better. His opinion is based on two studies conducted by Naiman et al. in 1978 and 1996 and Busch in 1982 which found no positive relationship between extroversion variable and Second Language Acquiring variable. (2000: 155).

Fahimeh Marefat (2006) did a study about relation of students' character in relation to writing performance in the class. Subjects of research are 42 male and 44 female students. She used Myers-Briggs Type Indicator (MBTI) to

determine students' character. And in her conclusion she found No significant difference in how E/I (Extro/introversion) determines writing scores.

2. Studies Proving Positive Relation of the Variables

On the contrary, Erhman and Oxford conducted three studies in three different years regarding relation between Extraversion and Second Language Acquisition. Subjects of research are 20 Foreign Service Institute Students (Marefat, 2006: 117).

- a. In 1990, they found "some language advantage for introverts, intuitives, feelers, and perceivers. "(p.323)
- b. Follow up research in 1994: "introverts, intuitives, and thinkers, were better readers."
- c. Subsequent study in 1995 concluded since extroverts make a lot of contact, they have more chance to be good learners in second language.

Several outcomes resulted in Wulandari's work (2000) of "Individual Learner's Differences and Their Correlation with the Result of English Learning". One of them is related to extraversion. Her subject is rather similar to this thesis that is English Department Student but in different academic year of study. In her conclusion, it is stated that **extrovert students are better to achieve higher grade.**

Wakamoto (2000) with subjects of 254 junior college students majoring in English conducts a study on correlation of Language Learning Strategy and Extraversion finds that extrovert tend to have 'functional practice strategies' and 'social affective strategies'. Functional practice strategy is strategy of studying where learners focus on the meaning rather than form. Wakamoto says that this is crucial for language learning particularly in communication either to speak or to write. The social affective strategy is not so different. By implementing this strategy, extrovert people like to ask questions to other persons, or in other words,

they communicate more. Therefore, by having those two strategies, extrovert people get benefit in this case than introvert do.

Yan Zhang (2008) uniquely brings up a research conducted by Naiman. It is unique since Naiman is the same reference who is also mentioned previously by Brown (2000) to have research that concludes negative correlation between extroversion variable and acquiring second language variable. Meanwhile, Zhang writes Naiman did a study with subjects of 72 Canadian high school students from grades 8, 10 and 12 who were studying French as a second language. He found that most of subjects who get high grades consider themselves extravert (around 70 %). This means extraversion plays great role on it.

It is not easy how to check the two differences of Naiman's study quoted by Brown and by Zang. Brown mentions the year of Naiman's study which is 1978 and 1996 but does not elaborate about subjects of the research. On the other hand, Zang does talk about subjects but not about the year. Although in the references she attaches, there are two Naiman's works which are 1975 and 1978, it is not clear from which book she refers to.

Another scholar like Rod Ellis in *The Handbook of Applied Linguistics* edited by A. Davies, (2004: 541) describes a finding by Strong (1983) who states that from 6 out to 8 studies that employ oral language test extroverts performed better than introverts. Meanwhile, Dewaele and Furnham discuss 30 researches and their conclusion is:

Extraverts were found to be generally more fluent than introverts in both the L1 and L2. They were not, however, necessarily more accurate in their L2, which reinforced the view that fluency and accuracy are separate dimensions in second language proficiency (1999: 532)

Lastly in this group is Robin Adamopoulos (2004) who quotes MacIntyre and Charos (1996: 9). They view that in the case of learning language, either extrovert or introvert is potential in mastering depending on context and methods of instruction.

3. Miscellaneous

Interesting finding perhaps is found in a research by Callahan (2000) who used MBTI instrument to determine subjects' character (Marefat, 2006:118). He tried to find relation between reflective writing and character type. It turned out to be group of E preferences (Extrovert people) is good talkers but perform low in writing. Opposed to its counterpart, I group (Introvert), their journal writings seems to be "voluminous".

The finding by Callahan above maybe becomes what most Indonesian people see about how extrovert and introvert differ. Learner who loves talking like Extrovert person may not be good in writing, but ones who read more (Introvert) will perform excellent. This is supported by Byrne (1991) and other scholars like Eisterhold's opinion that to master writing, one should read a lot because better writer tends to be better reader (1990).

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter deals with how the research is done. Firstly, it is essential to know what kind of design or type of the thesis needed. Next, it describes on details of subjects of the research. Followings are instrument to collect data and data variables. Bit information on how data are gathered and processed will be placed in the end of this chapter.

A. Research Type

This thesis can be regarded a quantitative research. Quantitative cares about measuring relationships among available variables (Hopkins, 2000). This type of research puts more emphasizes in collecting data in the form of numbers (McMillian, 2001). Besides, to express the relationships between data variables this thesis uses correlation formula. Trying to find the correlation on how one trait of personality that is Extraversion is affecting (or not) the English language learners' competence on writing skill, the writer / examiner will at first measure the personality of the subjects or respondents regarding Extraversion level. The outcome will be collection of numbers. Next, the writer will correlate them with average score on the writing based on copies of transcript belong to sample students/ respondent. The final result will show us how the two variables do go together positively or negatively based on r raw scores by Pearson product-moment correlation.

B. Subjects

Subjects refer to all participants in which the data are compiled. (James H. McMillian and Sally Schumacher, 2001: 28).

1. Population

Population as defined in James book's *Research in Education* is "a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research."

Around 90 students from Universitas Diponegoro majoring in English Department in their 8 semester of 2009/2010 academic year will be the population. Reasons behind picking this population are due to people's opinion that all students from this department should have good achievement in acquiring English skill as second language, at least better than ones who are not in this department.

Besides, being in the final semester on their study, all students have accomplished various level of writing skill class offered by university. Therefore, the scores gained from the students are expected to be valid showing their performance in writing classes. From total number of population, this research chooses representatives to be samples.

2. Sample

Due to the large number of the population, it will be ineffective to collect data from all of them. That is why choosing a part (sample) of them is considered operational to represent others. The more sample taken from the population the more valid the result of the research are expected to be. Therefore, sample in this research is initially expected to be 40 students which count approximately 43 percent.

The forty students are chosen randomly (Random Sampling Technique) in the purpose to make this research as representatively as it can since everyone share similar chance to be sample. As the research proceeds, only 30 of samples meet the requirement of valid data. From these 30 samples, data related to the personality types and writing score are collected.

C. Technique of Data Collecting

1. Questionnaire of Eysenck Personality Inventory

Questionnaire is one type of collecting data from subjects of research. It covers diversity of tools where subjects answer the questions related to the way they behave, feel, think et cetera. (McMillian, 2001:40). The questionnaire used in this research is based on Eysenck Personality Inventory (EPI) modified by Jamie Davies (2004) which functions to determine level of Extraversion of Sample Students.

Consisting of 57 questions, they are originally in English but are translated into Indonesian. After each of question, column for answer Yes or No is available.

Table 3.1 Example of Question in Questionnaire

No	Pertanyaan	Y	T
1	Apakah Anda termasuk orang periang?		

a. Rule of Scoring Questionnaire based on Eysenck Personality Inventory

Eysenck Personality Inventory includes several instructions in scoring.

- ‘Lie Score’ is out of 9. It assesses how **socially desirable** the respondent is trying to be. Students who score 5 or more on this scale are suspected to try making themselves look good in the assessment.
- The ‘E score’ is out of 24 to determine the **Extraversion level**.
- The ‘N score’ is out of 24 and measures **neuroticism**.

Since this research only measures Extraversion level, only ‘E Score’ of the data will be calculated. The procedure is mentioned below:

1. We need to check through all answers in the questionnaire and place an ‘E’ by the side of any answers which match those given in the E score table below if the answer matches. For example, the answer of question

number 1 is ‘Y’ or ‘Yes’, put ‘E’ beside it. If ‘No’, leave it out without writing anything.

No	Pertanyaan	Y	T
1	Apakah Anda termasuk orang periang?	√	

E

2. Table ‘E score’

Question		Question	
1	Yes	29	No
3	Yes	32	No
5	No	34	No
8	Yes	37	No
10	Yes	39	Yes
13	Yes	41	No
15	No	44	Yes
17	Yes	46	Yes
20	No	49	Yes
22	Yes	51	No
25	Yes	53	Yes
27	Yes	56	Yes

3. Counting the number of ‘E’.

From EPI result, we know that E score resulted in calculation is large, that is from 0 until 24. Therefore, the writer divides them into five even stages:

Table 3.2

Table of Groups of People according to their level of Extraversion

Scores	Level of E
0, 1, 2, 3, 4	Extreme Introvert
5, 6, 7, 8, 9	Fairly Introvert
10,11,12,13,14	Balance
15,16,17,18,19	Fairly Extrovert
20,21,22,23,24	Extreme Extrovert

b. Instrument (Questionnaire) Validity

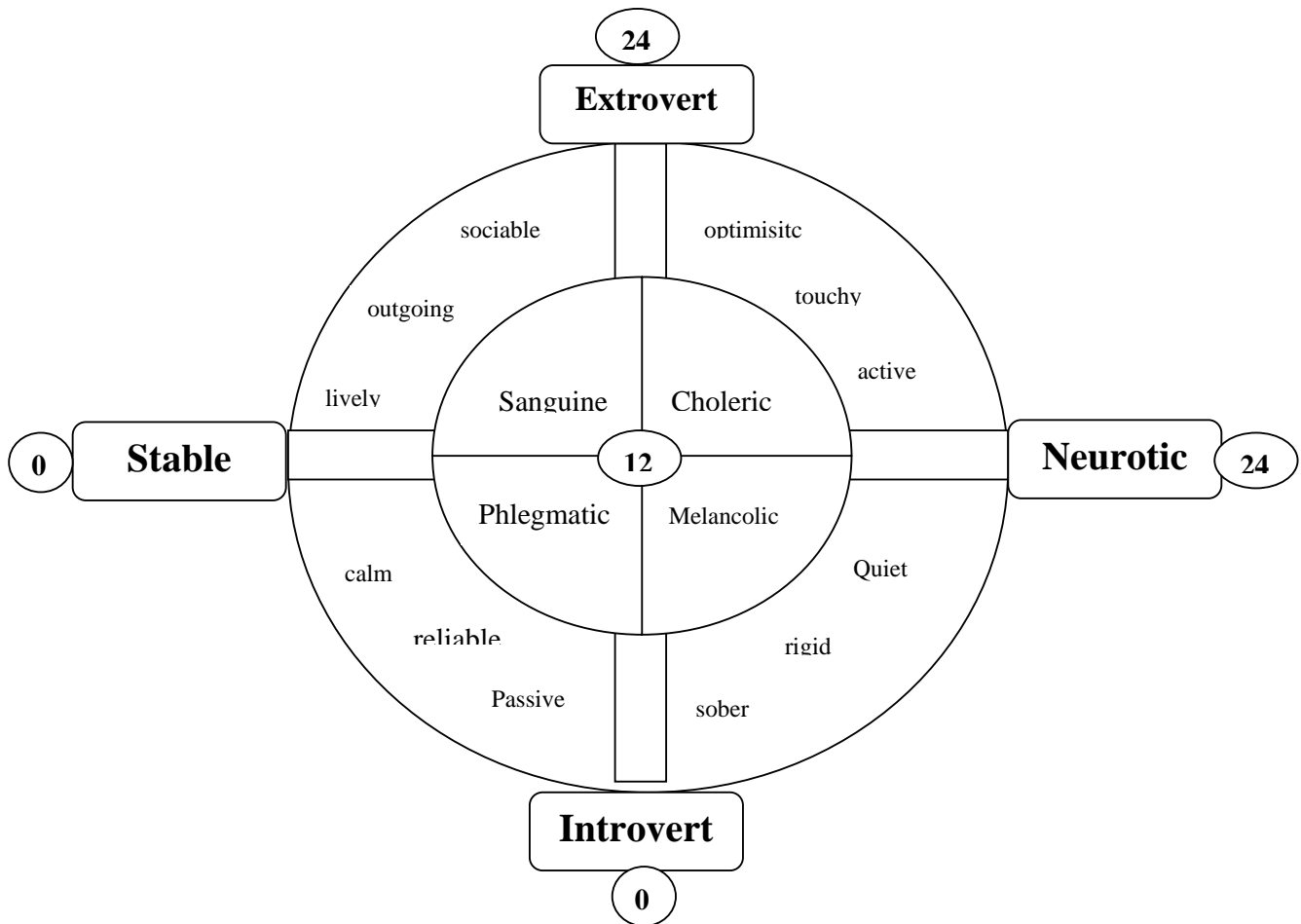


Chart 3.1

EPI by H.J. Eysenck and others

EPI is mentioned by Rod Ellis in his book edited by A. Davies (2004:547) and Joshua Wilt and William Revelle (2006: 6) that one of instruments frequently used in various researches on individual difference factors in Second Language Acquisition is Eysenck Personality Inventory created by H. J. Eysenck and S.

Eysenck personality inventory in 1964. Although there are scholars such as James H. White et al who question the validity of this instrument, still EPI is widely used by researchers including in Indonesia.

In this research, the writer also has a group to have a try out on the translated questionnaire. He will take different but rather similar subjects and apply as much similar condition as possible. The aims of this try out are to figure out best condition needed by sample subjects for the best result, to explore the possible barriers in the real experiment, to know possible responses and questions from the sample.

The writer chooses four persons as subjects who have rather similar conditions with real subjects such as:

- a. Coming from similar department
- b. Completion of writing skill classes
- c. Involving of those who are working on thesis and those who do not
- d. Not in the middle of another test/ examination

By doing this, the writer hopes the next real research will have less risk of possible mistakes and bigger chance to succeed.

2. Compiling Writing Scores

The the writer asks and collects transcripts of writing scores belong to the sample students. The scores range from Basic Level of Writing Class, until Creative Writing Class.

- o Basic writing, Intermediate writing, Upper intermediate writing, Advanced writing, Creative writing.

System of scoring of Universitas Diponegoro has been renewed since 2007. However, for the sample students they still use the previous system of scoring. According to *Buku Pedoman Universitas Diponegoro Tahun Akademik 2005/2006* about *Peraturan Akademik Program Sarjana dan Program Diploma*

(III-IV) Universitas Diponegoro, Pasal 13, the score is represented in Letter and may vary like below:

Table 3.3, Letter Representatives and Their Counts

Letter	Score
A	4
AB	3.5
B	3
BC	2.5
C	2
CD	1.5
D	1
E	0

However, in accordance to other variable, the personality variable, this research will categorize above levels into five as follows:

- 1) A
- 2) AB
- 3) B
- 4) BC
- 5) C

D. Variables

The term variable(s) refer to elements or characteristic attached in living or non living objects that distinguish them from others. (Hatch & Farhady, 1982: 12). The characters found in this research are:

1. Level of Extraversion as Independent variables or X
2. Writing score average as Dependent variables as Y

Independent variable is the main variable to be analyzed. It can be changed or manipulated. On the other hand, dependent variable is variable which is examined whether its changes due to the manipulation of the independent

variable. Summary, this research is trying to figure out how changing the levels of Extraversion as independent variable make the dependent variable: writing achievement changed as well.

E. Analyzing Data

All related to Data Analysis is explained more in Chapter IV. Following is brief description of them.

1. Coding

Instead of reading all questionnaires and looking at scores of Samples' writing, coding system of data will be very useful. It will make data readable in more efficient way and time. Coding system for each variable will be displayed in Chapter IV together with analysis.

2. Numeral Calculation

After each variables are being coded, we count the coded numbers into Pearson's formula. Using Pearson product-moment correlation method, this thesis's outcome will be analyzed after calculating all variables.

The most widely used mathematical method for measuring the intensity or the magnitude of linear relationship between two variables was suggested by Karl Pearson (Ravi, http://www.icaai.org/resource_file/16797Correlation.pdf)

The formula like found in (Hatch, 1982: 198) is:

$$r = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Details:

r = coefficient

N = number of observations or subjects

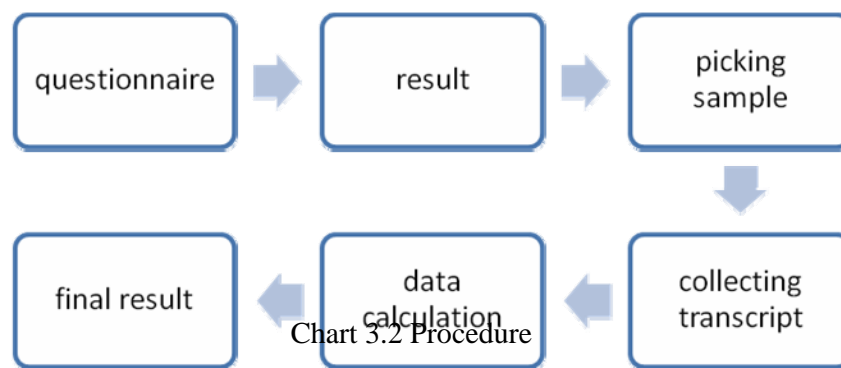
X= Level of Extraversion

Y= Scores in writing

F. Presenting or Displaying Data

From result of r raw calculation in section 2, we can interpret it in this section. Interpretation is about how the two variables (X and Y) are correlated or not. The hypothesis which is supported by result of ' r ' is also added.

G. Research Procedure



Stage 1

Early stage of this research is to spread questionnaire to as many individuals as it can within the population. Place of filling out the questionnaire can be anywhere in the campus. At the same time, subjects are asked whether they agree or not to participate in the next stage of the research. This is purposed to make greater options to select samples. The respondents will be given several minutes to fill in, and should give the result on the same day. To fill quickly becomes one of EPI procedures to minimize data manipulation.

Stage 2

Stage 2 is Questionnaire calculation. After all papers containing answers from respondent are returned, the data will be calculated according the instruction of EPI using E scoring. Result will be categorization of different level on Extraversion. This is as independent variable.

Stage 3

According to all data collected, sample of 40 students are picked randomly. Certainly, 40 students (expectedly) of those who agreed to participate based on Stage 1 process.

Stage 4

In this stage, the writer asks writing score transcript from samples and makes coding data. Since scores written in the transcript are represented by letters, as explained earlier, the scores of writing will be coded into numbers.

Stage 5

Finding correlation of extraversion level and writing scores level.

Stage 6

Conclusion of research and Discussion about findings.